DOCUMENT RESUME

ED 312 583 CG 022 081

TITLE Tobacco If You Use...You Lose.
INSTITUTION Texas State Dept. of Health, Austin.
PUB DATE 89
NOTE 23p.; Developed by the Office of Smoking & Health and funded by the Texas Cancer Council.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Advertising; Decision Making; *Grade 5; *Grade 6; Intermediate Grades; Peer Influence; *Smoking; *Tobacco
IDENTIFIERS *Smokeless Tobacco

ABSTRACT

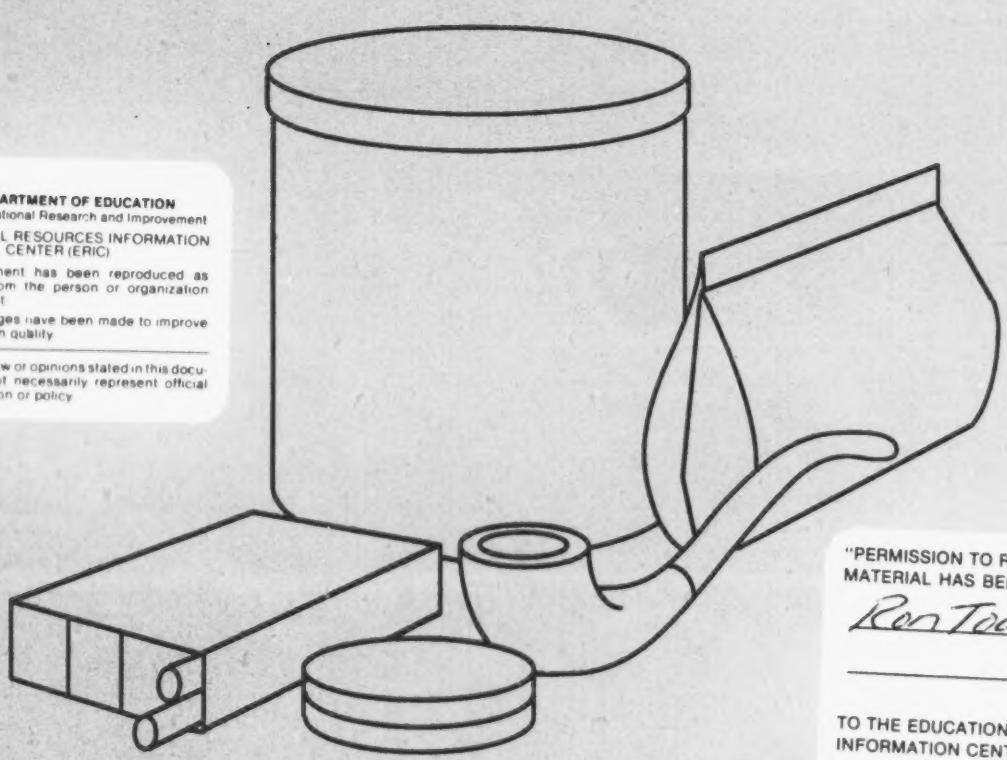
This teacher's guide was developed to provide essential information that will enable students to make independent and healthy decisions regarding tobacco use. Each lesson in the guide covers both smoking and smokeless tobacco in an effort to add to the realization that all tobacco products have health risks associated with their use and to dispel the myth that smokeless tobacco is a safe alternative to smoking. The guide is composed of three lessons requiring approximately 30-40 minutes of class time per lesson. Lesson 1 focuses on tobacco products and problems and contains a tobacco fact sheet. Lesson 2, Creating Illusions, looks at advertisements for tobacco products. Lesson 3 helps students to make their own decisions concerning tobacco use and contains sample pressure situations. The guide also contains a pre- and post-test. Smokeless tobacco information resources are included, as are a plan for quitting smokeless tobacco use and a teacher evaluation form. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312583

T O B A C C O

if you use... you lose



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ron Todd

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 022081

A TEACHER'S GUIDE

for 5th or 6th grade

Developed by The Office of Smoking & Health
Public Health Promotion Division
Texas Department of Health
Funded by The Texas Cancer Council

BEST COPY AVAILABLE

Introduction

The purpose of this teacher's guide is to provide essential information that will enable students to make independent and healthy decisions regarding tobacco use. The guide is not intended to be a comprehensive curriculum. Teachers are encouraged to supplement the content as necessary. Each lesson covers both smoking and smokeless tobacco. This will add to the realization that all tobacco products have health risks associated with their use, and dispel the myth that smokeless tobacco is a safe alternative to smoking.

The guide is composed of three lessons requiring about 30-40 minutes of class time per lesson. The lesson format incorporates elements of effective instruction identified by Madeline Hunter. Lesson content is consistent with health education requirements identified in the Essential Elements (see next page).

The guide also contains a pre- and post-test. The pre-test should be administered before the guide is introduced, and the post-test should be given three to seven days after completion of all lessons.

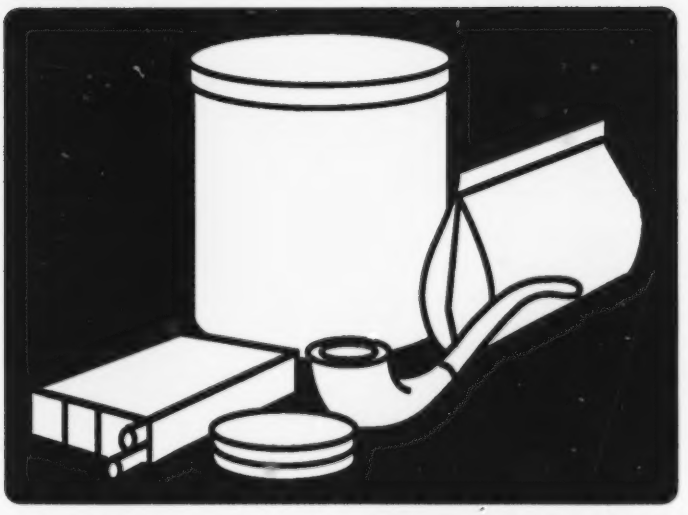
We appreciate your interest in tobacco education and encourage you to fill out the evaluation form contained in the guide to help us tailor any revisions or updates more specifically to your needs.

Correlation of Lesson Plans with Essential Elements

Reference Requirement	Essential Elements	Supporting Instructional Activities
75 . 25, Health p. 29, Grade 5	Recognize negative effects of the use of alcohol, tobacco, marijuana and other drugs, with special emphasis on illegal drugs.	Lesson One
75 . 25, Health p. 30, Grade 6	Identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug abuse and methods of prevention, with special emphasis on illegal drugs.	Lesson two and three
75 . 25 Health p. 30, Grade 6	Identify daily practices that promote self-concept.	Lesson three

Contents

		Page
Lesson 1	Tobacco Products and Problems	3
	Tobacco Fact Sheet	5
Lesson 2	Creating Illusions	9
Lesson 3	Making Your Own Decisions	13
	Sample Pressure Situations	14
Pre and Post Test.		16
Resources		
Smokeless Tobacco Information Resources		18
Plan for Quitting Smokeless Tobacco		19
Evaluation Form		23



TOBACCO PRODUCTS & PROBLEMS

Lesson 1

Tobacco Products and Problems

Teacher Preparation

1. Duplicate tobacco fact sheet (p.3) —one copy for each student.

2. Hand out the tobacco fact sheets on the day before the lesson and ask the students to be prepared to answer questions on the information.

3. Collect samples of actual tobacco products or pictures of smoking and smokeless tobacco products. Include a wide variety (i.e., cigars, pipes, chewing tobacco, snuff, etc.)

Objectives:

1) Given information on tobacco products, students will be able to name two examples of a smoking tobacco product and two examples of a smokeless tobacco product.

2) Given information on health problems caused by tobacco use, students will be able to name two health problems caused by each type of tobacco product.

Focus Activity

Tell the students that you are going to give them clues about a product. Ask the students to write the name of the product on a sheet of paper when they think they know what it is (tobacco).

Clues

— The product is associated with over 500 gases and several thousand chemicals.

— One of the gases is hydrogen cyanide - the gas used in the gas chamber.

— One of the chemicals found in the product is arsenic, a poisonous chemical used in insecticides.

— This product also contains another poison that can kill instantly in its pure form.

— Before this day is over approximately 4,500 young people will have tried or started using this product.

— This product is responsible for more premature deaths than any other.

— For every person killed in a traffic accident seven or eight people die from diseases caused by this product.

Raise your hand if you can identify this product. If a majority of students are not able to identify the product you may continue giving clues from the fact sheet for lesson one.

Statement of Purpose

Today we are going to learn about the different types of tobacco products and the harmful effects caused by their use.

Instructional Input

Ask the students to name products that they think of when they hear the word "tobacco". Record the products named by students on the chalkboard.

Explain that the products listed on the chalkboard fall into two groups: 1) smoking tobacco, and 2) smokeless tobacco. Emphasize that smoking tobacco products are lit with a match or lighter and smoke is inhaled into the lungs whereas smokeless tobacco products are placed in the mouth and either chewed or held between the cheek and gum.

As you review each product listed on the chalkboard, ask the students to indicate whether the product is a smokeless or smoking product by pointing to their lungs if the product is smoked or by pointing to their mouth if the product is smokeless.

Show the students samples or pictures of tobacco products again and ask them to indicate smoking or smokeless by pointing to their mouth or lungs as you show each picture.

If you have real tobacco product samples, break open a cigarette and compare it to the tobacco used in snuff or chewing tobacco so students can see that it is the same substance, yet packaged or processed differently.

Explain that tobacco use in any form can cause health problems, however, the type of health problem may depend on whether tobacco is smoked or chewed/dipped. Ask students to listen as you repeat some statements mentioned in their tobacco fact sheet. As each statement is mentioned ask students to indicate the type of tobacco referred to in the statement by pointing to their mouth for smokeless, their lungs for smoking, or pointing to both mouth and lungs if the problem may be caused by either form of tobacco use (see examples).

— It causes the user to become addicted — Both

— It contains a poison called nicotine — Both

— It causes lung cancer — smoking

— It causes cancer of the mouth — Both

— It causes diseases that affect breathing — smoking

— It kills over 300,000 people in U. S. each year — smoking

— It causes white patches in the mouth that can develop into cancer — smokeless

— It causes bad breath — Both

— It can cause health problems after only a few years of use— Both

Assignment

Ask the students to look through magazines or newspapers at home and cut out tobacco advertisements (as many different kinds as possible) and bring them to class. Ask the students to label each ad on the back with 1) the type of product; and 2) one health problem it can cause (not ones used in Surgeon Generals' warning). Have magazines available for students whose parents may not subscribe to magazines or newspapers.

Fact Sheet

More than 8 out of every 10 cases of lung cancer are caused by smoking. There is no cure for lung cancer, and 9 out of 10 of lung cancer victims die within 5 years.

Tobacco contains substances that increase your risk of developing cancer.

Tobacco contains a poison called nicotine. An injection of one drop of nicotine in its pure form (70 mg.) will kill an average-size man. Cigarettes contain a very small amount of nicotine (between .2 - 2.2 mg). This amount won't kill you, but will make your heart beat faster and can make your hands shake.

Regular use of tobacco products leads to addiction. Most people would like to quit smoking and chewing, but can't because they are addicted to nicotine.

It is estimated that every cigarette a person smokes takes about six minutes off his or her life.

Smoking increases your risk of getting many serious diseases such as cancer, heart disease, emphysema, and bronchitis. An estimated 350,000 people in the U.S. die as a result of cigarette smoking each year.

Fires from cigarettes cause 25,000 deaths each year in this country.

Smoking is dangerous for nonsmokers who must breathe in the same room as smokers. During the 12 minutes a cigarette burns, smoke from the cigarette is filling the room with poisonous gases.

Smokeless tobacco use can lead to the development of white patches (oral leukoplakeas) in the mouth where the tobacco is placed. These patches can turn into cancer.

Tobacco use (smoking or smokeless) causes bad breath.

Cigarettes cause harm to even the beginning smoker, including lung problems, smoker's cough, and the likelihood of addiction. Even if you smoke only one cigarette a day, it can be harmful.

Smokeless tobacco increases the risks of mouth cancer and other diseases of the mouth such as tooth decay and gum recession. Early signs of mouth cancer may occur in just a few years.

Eight out of every 10 teenagers do not smoke.

Seven out of every 10 adults in the U.S. do not smoke.

Nine out of every 10 people under age 18 in the U.S. do not use smokeless tobacco.

Smoking during pregnancy can harm the developing baby.

CREATING ILLUSIONS

Lesson 2

Creating Illusions

Teacher Preparation

1. Collect a variety of cigarette, cigar, and smokeless tobacco advertisements. Be sure to get samples that illustrate adventure, independence, glamour, sports, etc.

2. Ask students to bring their samples of smoking and smokeless advertisements to class.

Objective

1) Given information on tobacco advertising, students will be able to identify two examples of myths or exaggerations used to sell tobacco products.

Focus Activity

Ask the students to raise their hands if they can identify the product or company that uses the following slogans:

"You deserve a break today" (McDonald's), "The real thing" (Coke), "Double your pleasure, double your fun" (Doublemint gum), etc. Explain that jingles or slogans are used in advertising so that people will associate a jingle with a certain product.

Statement of Purpose

Today we are going to learn why people advertise and how advertisements affect what people buy.

Instructional Input

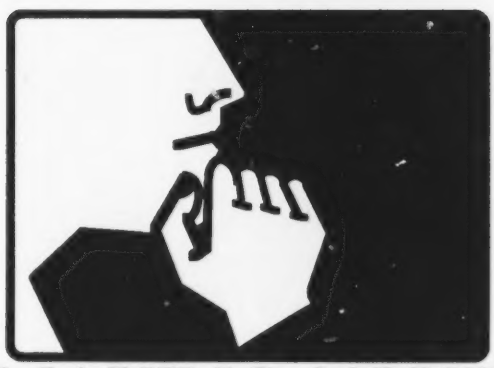
Explain that advertising is used to sell products or ideas. It is a powerful source of influence and many of our everyday decisions are affected by the ads we see and hear. Many times, advertisements do not just give facts, but frequently exaggerate what their products will do so that people will buy them.

Show the students examples of tobacco ads. Point out that smoke is not shown in the ads, because people dislike smoke, and that smokers are rarely shown with cigarettes in their mouths because it is so unattractive to have a cigarette dangling from your lips.

Explain that advertising shows tobacco use as healthy, fun, adventurous, or glamorous. Wind surfers, kayakers, pilots, aerobic dancers, and motorcycle racers are used in ads to create an association between smoking and athletic achievement. This image is the total opposite of what we know about tobacco use. Tobacco use is potentially the worst thing an athlete can do. There are few other products produced that can do more to destroy health and fitness than tobacco. Advertising also shows people who are self-assured and popular; however a recent survey of teenagers showed that both boys and girls preferred to date people that didn't smoke or dip tobacco. These survey results indicate that students who smoke or dip are generally less popular than students who do not smoke or dip.

Ask the students to take out their tobacco ads. Tell them that you will say a word and that they are to hold up an ad that illustrates that word (i.e., manly-ex. Marlboro ad, glamorous - ex. Virginia Slims ad, healthy-ex. Vantage ad).

Ask the class to refer to the fact sheet used in the previous lesson. Help the students compare the false images created in tobacco ads with the true facts. Ask each student to create an ad or poster that illustrates the truth about tobacco use (i.e., smoke-filled rooms, holes burned in clothes and furniture, odor, coughing). Compare the advertisements created by students with the false images used to sell cigarettes.



MAKING YOUR OWN DECISIONS

Lesson 3

Making Your Own Decisions

Teacher Preparation

1. Make copies of the worksheet with sample pressure situations for the students.

Objectives

1. Given reasons why people choose to use tobacco, students will be able to state two examples of situations that influence people to smoke or dip.

2. Given examples of situations where people are pressured to use tobacco, students will be able to respond with appropriate reasons not to smoke or dip/chew.

Focus Activity

Ask students to name some of the false images or information used in tobacco advertising that persuade people to buy tobacco products (i.e. glamorous, manly, adventurous, etc.)

Statement of Purpose

Today we are going to learn about how people are pressured to use tobacco and how to respond to this kind of pressure.

Instructional Input

Explain that advertising is not the only reason that people choose to use tobacco. Give examples of other influences that may lead to using tobacco, such as: 1) young people may think it is the grown-up thing to do when they see adults smoking or dipping; 2) when young people are around other kids that smoke or dip they might think they have to do it to become part of the crowd.

Inform the class that we often do not realize that most people do not use tobacco. Share the following facts:

1) More than two out of every three adults in this country do not smoke. Most of those who do smoke wish they didn't and have tried to quit at least once.

2) More than eight of every ten teenagers do not smoke. The teenagers who do smoke tend to have less confidence in themselves, and generally make lower grades.

3) Nine out of ten teenagers do not use snuff or chewing tobacco.

Give the class examples of pressure situations, and ask them to write a response to each situation (see examples on worksheet). Collect the worksheets from all students. Read examples of the most appropriate responses to each pressure situation to the class.

Ask the students to share personal experiences of times when they have felt pressure to use tobacco. Ask the class how they would respond to these personal situations.

(Teacher Copy)

Sample Pressure Situations

1. Suppose you see your parents or a friend's parents smoking. It might give you the idea that it's okay for you to smoke too. What would you say to convince yourself that smoking is not for you?

   Example Response — Mom probably started smoking before they found out how harmful tobacco is. Now she has been smoking so long that she is addicted and finds it hard to quit. Maybe I can help her quit.

2. You're at Little League practice and you notice that your coach is chewing tobacco. You might think that its OK for you to chew because your coach chews. What would you say to yourself?

   Example Response — There's another athlete that got suckered into using smokeless tobacco. I wonder if he realizes how silly that lump in his cheek looks. The most important thing to an athlete is his health — why risk it by using tobacco?

3. You're out with some kids that smoke, and they ask you if you want a cigarette. What would you say?

   Example Response — No, I don't ike smoke. You go ahead and smoke if you have to. I just don't like it.

4. When you refuse cigarettes offered by some friends, they tell you that you're afraid and that you're straight. What would you say?

   Example Response — Afraid to smoke? Smoking doesn't take any courage at all. Anyone can pick up a cigarette and smoke it. Saying "no" to smoking takes courage, and I'm not afraid to say "no."

5. You're reading a fashion magazine and see an ad that shows a woman smoking as glamorous and liberated. What would you say to yourself as you looked at the ad?

   Example Response — How can she be liberated if she is hooked on tobacco? I wonder if she realizes that smoking causes her breath and clothes to stink and may cause her skin to wrinkle earlier?

Sample Pressure Situations

1. Suppose you see your parents or a friend's parents smoking. It might give you the idea that it's okay for you to smoke too. What would you say to convince yourself that smoking is not for you?

2. You're at baseball practice and you notice that your coach is chewing tobacco. You might think that since the coach does it, that it's okay. What would you say to yourself?

3. You're out with some kids that smoke, and they ask you if you want a cigarette. What would you say?

4. When you refuse cigarettes offered by some friends, they tell you that you're afraid and that you're straight. What would you say?

5. You're reading a fashion magazine and see an ad that shows a woman smoking as glamorous and liberated. What would you say to yourself as you looked at the ad?

Pre-test and Post-Test

1. About how many people under age 18 smoke regularly?

   a. 4 out of 10 b. 7 out of 10 c. 6 out of 10 d. 2 out of 10

2. About how many people under age 18 use smokeless tobacco regularly?

   a. 1 out of 10 b. 4 out of 10 c. 6 out of 10 d. 7 out of 10

3. About how many adults smoke cigarettes?

   a. 3 out of 10 b. 7 out of 10 c. 1 out of 10 d. 5 out of 10

4. Deciding if you want to use tobacco or not is a decision that should be made by:

   a. friends b. yourself c. advertisers d. parents

5. How many minutes does each cigarette smoked take off a smoker's life?

   a. 15 b. 6 c. 1 d. 30

TRUE OR FALSE

_____ _____ 1. Snuff is an example of a tobacco product that you smoke.

_____ _____ 2. Smokeless tobacco can cause cancer.

_____ _____ 3. The main purpose of advertising is to give true facts about a product.

_____ _____ 4. Regular users of smokeless tobacco often become addicted to nicotine and have a difficult time quitting.

_____ _____ 5. Most students prefer to date nonsmokers.

_____ _____ 6. People who smoke are more likely to have a heart attack than people who don't smoke.

_____ _____ 7. Smokeless tobacco does not cause any serious health problems.

_____ _____ 8. People that smoke are usually well-educated and glamorous.

_____ _____ 9. Smoking helps people have more friends.

_____ _____ 10. Smoking is safe if you don't smoke more than two cigarettes each day.

Pre and Post-Test Answer Key

1. d.
2. a.
3. a.
4. b.
5. b.

True/False

1. F
2. T
3. F
4. T
5. T
6. T
7. F
8. F
9. F
10. F

RESOURCES

Texas Office of Smoking & Health

1-800-345-8647

The Office of Smoking and Health is part of the Texas Department of Health and serves as a central clearinghouse of tobacco information for the state. The office can provide free information on all types of tobacco issues including education programs and materials, statistics, research results, and worksite policy development. Please call the toll-free number for tobacco information.

Additional Resource Agencies In Texas

American Cancer Society

1-800-221-5897

American Heart Association

(512) 836-7220

American Lung Association

1-800-252-LUNG

The agencies listed above have materials on smoking and smokeless tobacco. Many agencies have regional or local offices to serve various regions of the state. Local office numbers can be found in the phone directory or by calling the 1-800 - numbers given.

Many smokeless tobacco users have a very difficult time quitting. A plan to assist those who wish to quit is outlined on the following pages. Teacher support and postive reinforcement will contribute to the success of this cessation plan.

A PLAN FOR QUITTING

SMOKELESS TOBACCO

STEP 1 - Think about your reasons for quitting. Most chewers don't like being addicted. They don't like having bad breath after chewing. They want to spend their money on things other than chew. And they don't want to risk getting cancer. What are your reasons?

STEP 2 - Choose a good time to quit. Quitting can be difficult. You'll want to choose a time to quit when things are going well, so that you can make quitting a top priority.

STEP 3 - How "hooked" are you? Try quitting for a day or two to see what your reactions are.

STEP 4 - Think about when and why you chew. Do you chew in the morning to get going? Do you chew during class or when doing homework because you're bored? Do you chew to calm down when you're tense or angry? Do you chew when you're with others who are chewing just because it's there? What are the times that you generally chew? And what does chewing do for you at these times?

STEP 5 - Make stopping easier on yourself by working on some alternatives to chewing. For example, instead of chewing first thing in the morning, you could do some stretching and deep breathing to get you going. When you're bored, instead of taking a dip, you could call a friend, listen to music, shoot some hoops, etc. When you're tense you could take a walk to sort things out, talk to a friend, use some relaxation techniques.

Excerpted from UP TO SNUFF, Severson, James, La Chance, and Eakin.

COPING STRATEGIES

You can make quitting easier on yourself by developing coping strategies that help you "cope" with urges to chew. Because everyone is different, there is no single strategy that works for everyone. You need to design your own personal plan of coping strategies. These are some ideas that have worked for other people. When you have an urge to chew you can:

1) THINK POSITIVE THOUGHTS:

"Stopping can be tough, but I feel good about myself for trying."

"I know I can stop if I really work on it."

2) THINK ABOUT REASONS FOR STOPPING

"I want to stop because I don't want to be addicted to nicotine."

"I want to stop because I want to spend my money on something other than chew."

3) USE THE 4 A'S

AVOID
situations where other people are chewing, at least for the first week that you're trying to stop.

ALTER
situations by asking people not to give you chew.

ALTERNATIVES
Carry an alternative to chew with you, such as gum, sunflower seeds, toothpicks, or hard candy.

ACTIVITIES
Do an activity to take your mind off of chew, such as call someone on the phone, lift weights, go eat, take a run or bike ride, play basketball, do a workshop project, etc.

Excerpted from UP TO SNUFF, Severson, James, La Chance, and Eakin.

20

TIPS FOR STAYING QUIT

TIP 1: *Get a little help from your friends, family, and teacher.* Quitting is tough, and the support and encouragement of others can be very helpful. Ask a friend or teacher to check on your progress each day, and to problem-solve with you if there's a situation you just can't seem to handle without a chew.

TIP 2: *Plan Ahead.* Even after being quit for awhile, you might be tempted to chew or have cravings unexpectedly. That's normal. If you plan coping strategies you could use when tempted to chew, you'll be better able to deal with unexpected cravings. For example, if you're going to a party and you think that you might have a hard time not chewing while there, plan ahead for how you'll cope with that situation. You;might ask your friends to help you out by not offering you any chew while you're at the party.

TIP 3: *Just one dip is dangerous to your efforts to quit.* After being off chew for awhile, it's not safe to have "just one." But if you do slip and take a dip, keep it in perspective. It's one dip and it doesn't undo all the good you've done by quitting. However, it may make you want to take another dip and another, so you need to get right back on the track and continue in your efforts to become a permanent non-chewer.

TIP 4: *Be good to yourself.* You're doing something that even many adults can't do. Reward yourself for your successes. You could even make a contract with a friend or parent, whereby that person agrees to do something for you if you stay off of chew for a specified amount of time.

Excerpted from UP TO SNUFF, Severson, James, La Chance, and Eakin.

21

TOBACCO-FREE CONTRACT

I, _____ (name), agree to stop chewing on _____ (date)

If I am able to go without a chew until _____ (date), I will reward myself, or have

_____ reward me by (name) _____

_____.

Signed _____

Date _____

Witness _____

Excerpted from UP TO SNUFF, Severson, James, La Chance, and Eakin.

Tobacco: If You Use You Lose

TEACHER EVALUATION

NAME (Optional): _____

SCHOOL NAME AND DISTRICT: _____

_____

NUMBER OF CHILDREN PARTICIPATING: _____

The materials are accurate and up-to-date. Yes _____ No _____

COMMENTS: _____

_____

The goals and objectives are stated clearly. Yes _____ No _____

COMMENTS: _____

_____

The information is appropriate for fifth and sixth grade students. Yes _____ No _____

COMMENTS: _____

_____

The material actively involves the learner. Yes _____ No _____

COMMENTS: _____

_____

The materials are instructionally effective. Yes _____ No _____

COMMENTS: _____

_____

OVERALL COMMENTS: _____

_____

STRENGTHS: _____

_____

LIMITATIONS: _____

On a scale of 1 - 10 - Ten being highest - How would you rate the guide overall? _____

RETURN TO: RON TODD, OFFICE OF SMOKING AND HEALTH
PUBLIC HEALTH PROMOTION
TEXAS DEPARTMENT OF HEALTH
1100 WEST 49TH STREET
AUSTIN, TX 78756